

1. Pennyhill Primary School		Review of expenditure 2017-2018		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Impact	Lessons learned	Cost
Improved progress and attainment for pupil premium children	Regular CPD and team teaching/support from AHTs	There is variation in the progress of PP children across the school. In some year groups the progress of PP children is below their peers.	This had had some impact but not with the desired speed that was necessary. Staff will benefit from seeing a range of consistently good teaching and learning on a daily basis. Moving the AHTs into a classroom setting will enable this to happen with greater frequency and regularity. Their teaching commitment will therefore be class based with dedicated time for leadership. Appoint additional staff for covering PPA.	£127,000
Improved progress and attainment for pupil premium children	Qualified experienced teacher to provide additional teaching support/intervention	92% of the children who received this additional support in Y6 achieved age related expectations in the KS2 SATs.	This continues to be a method which brings about positive outcomes for our children. We will continue to use this approach.	
Improved outcomes for PP children in maths	Use of digital technology	Investment in 'Third space learning' as additional 1:1 teaching for Y6 PP children. 80% achieved the expected standard in KS2 maths. Investment in My maths and Timestables Rockstars has motivated and engaged children further in their learning. Y6 maths saw 88% at/above expectations. 74% of PP children achieved maths ARE at the end of Y6.	Children enjoyed learning using 'Third Space'. This will be used by children in Year 5 in the summer term. We will continue to use this in Y6 as it brought about positive outcomes.	
Improved outcomes for PP children in reading	Book centred approach (real books and Bug Club)	Reading at the end of Y6 was 89% at/above expectations. In Y6 81% of PP children achieved expectations. PP children made more progress this year in Y6 than their peers;	Children need more exposure to reading both at home and at school. Need to find more ways of encouraging children and families to read more widely.	
ii. Targeted support				
Desired outcome	Chosen action/approach	Impact	Lessons learned	Cost

Improve language skills for children in the EYFS	Wellcomm interventions  Speech and language  Yoga Bugs	In Nursery 73% made 12+ months progress from starting point with 22% making 24+ months progress. Speech and language work has seen 71% of children fully achieving their targets and 29% partially achieving. 24% of children with speech and language programmes have now been discharged) Yoga bugs enabled the children to become ready for learning	These strategies continue to be in the best interests of the children.  There has been some irregularity this year with speech and language due to staff absence. This will be addressed next year by ensuring more staff are trained to deliver this support.	£83,000
Improved progress and attainment for pupil premium children	1:1 tuition with qualified teacher	Of the children who received 1:1 tuition, 92% achieved attainment at/above expectations in the end of KS2 SATs with an average score of 105.  100% of PP children taught achieved at/above expectations in the end of KS2 SPAG test with an average score of 108	This method continues to bring about success for specific clearly identified children. It will therefore continue to be used as a method going forward.	
Improved progress and attainment for pupil premium children	Family workshops	Parents reported that they have a better understanding of how to support their child at home as a result of the workshops. They also valued being able to work alongside their child.	Take up for these sessions was rather low given the overall number in the school. We need to find out what the barriers are for attending and look at how we can overcome these barriers. Workshops provide a good way of working together so we will adapt our approach and hope to gain more success with this next year.	
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact:</b>	<b>Lessons learned</b>	<b>Cost</b>

<p>Increased attendance rates</p>	<p>Rewards and incentives</p> <p>Toast club</p> <p>Parenting contracts</p>	<p>Overall attendance is 95.6% and attendance of PP children is 94%.</p> <p>Persistence absence still needs to be high focus for a number of children who are PP. Despite rewards, incentives and parent contracts the PA figure for PP children is high.</p>	<p>As children need to be in school to learn it is essential that we continue to look at improving attendance.</p> <p>Early action and intervention is needed for children and families who are known to meet the PA threshold.</p>	<p>£75,000</p>
<p>Equipping parents to effectively support children</p>	<p>Learning mentors</p> <p>Family learning</p>	<p>Learning mentors have worked with families on various strategies and approaches to help them manage their child at home and in turn support the school. Strategies have included looking at behaviour management strategies. Looking at implementing routines and the importance of following rules and the importance of following a healthy eating programme.</p>	<p>We will continue to work with children and families and ensure that this meets their needs by finding out what support they think they will benefit from.</p>	
<p>Increased attendance rates</p> <p>Improved progress and attainment for pupil premium children</p>	<p>Extra-curricular activities</p>	<p>Children are provided with a range of real life experiences to write about. This provides additional stimulus and motivation for them.</p> <p>Y6 writing 79% at/above age related expectations. 84% of PP children in Y6 achieved ARE in writing. Y2 writing 59% at/above age related expectations.</p>	<p>It is important that children are exposed to a range of different stimulus and experiences. We will look at how to ensure this is more focussed and specific in order to bring about better outcomes.</p>	